

## St Swithun's CE Primary School: Curriculum Plan for Year 2 2016-17

	Term 1	Terms 2		Term 3	Term 4	Term 5	Term 6	
Topic title	Take One Picture...	Street Detectives		Land Ahoy!		Wiggle and Crawl!		
The Big Question		"What's going on here then?"				Is life better with more legs?		
Whizz-bang	Ashmolean trip			Pirate day! Trip to History of science museum?		Bug making day (linked to DT/art)  Hill End trip		
Literacy	All SPAG objectives  Speed sounds	RWI  Information texts  Narrative unit 1	RWI  Narrative unit 2: Link to Lowry  Non-fiction: instructions	RWI  Narrative unit 3 <i>(Captain Flynn and the Pirate Dinosaurs)</i>  Non-fiction: reports	RWI  Funny Poems  Letter Writing	RWI  <i>James and the Giant Peach</i>  Narrative unit 4  Non-fiction: explanations	RWI  Rhyming poems	
Science		Working scientifically  <b>Plants</b> Observe and describe how seeds and bulbs grow into mature plants Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.  (Identifying plants in the local area)		Working scientifically  <b>Uses of everyday materials</b> identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.		Working scientifically  <b>Living things and their habitats</b> Explore and compare the differences between things that are living, dead, and things that have never been alive Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other		

				<p>Identify and name a variety of plants and animals in their habitats, including micro-habitats Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p> <p><b>Animals including humans</b> Notice that animals, including humans, have offspring which grow into adults Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>
History	<p><b>To investigate and interpret the past</b> Recount changes within their own lifetimes Observe or handle evidence to ask questions or find answers to questions about the past Ask questions such as: what was it like for people? What happened? How long ago? Use artefacts, pictures, stories, online sources and databases to find out about the past Identify some of the different ways the past has been represented.</p> <p>Significant people, places and events in the local area</p> <p><b>Chronology:</b></p>		<p><b>To build an overview of world history:</b> Describe historical events Describe significant people from the past: <i>Captain James Cook, Grace Darling, Famous Pirates</i></p> <p>To communicate historically: Use words and phrases such as: a long time ago, recently, when my parents/grandparents were children, years, decades, centuries to describe the passing of time. Show an understanding of the concept of a nation and a nation's history Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace</p>	

	Place events on a timeline Label timeline with words or phrases such as past, present, older and newer Use dates where appropriate			
Geography	<p><b>To investigate places:</b> Ask and answer geographical questions Use aerial photographs and plan perspectives to recognise landmarks and basic human features; devise a simple map, use and construct basic symbols in a key To use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment Identify the key features of a location in order to say whether it is a town, city, village or coastal or rural area.</p>		<p><b>To investigate places:</b> Name and locate the world's seven continents and five oceans Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding sea. Use world maps, atlases and globes to identify the UK and its countries, as well as the countries and oceans studied.</p> <p>Using and making maps Location knowledge Using and giving directions</p> <p><b>To investigate Patterns:</b> Understand geographical similarities and differences through studying the human and physical differences of a small area in a contrasting non-European country. Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the north and south poles. Identify land use around the school</p> <p><b>To communicate geographically:</b> Use simple compass directions (north, south, east, west) and locational and directional language (for example, near and far, left and right) to describe the location of features and routes on a map Use basic geographical vocabulary to refer to key human features, including city,</p>	<p><b>To investigate places:</b> To use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</p>

			town, village, harbour, factory, farm, house, office, port, and shop. Use basic geographical language to refer to key physical features including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.		
Computing		Photo stories Algorithms		Programming Using presentation software (PPT)	Creating and debugging programs
Art		To take inspiration from the greats: JMW Turner & LS Lowry  <b>Drawing:</b> Draw lines of different sizes and thicknesses Colour (own work) and neatly and follow the lines Show pattern and texture by adding dots and lines Show different tones using coloured pencils  <b>Collage</b> Use a combination of materials that are cut, torn and glued Sort and arrange materials Mix materials to create texture		<b>Printing:</b> Print with a range of hard and soft materials e.g. corks, pen barrels, sponge Make simple marks on rollers and printing palettes Take simple prints; i.e. mono -printing Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils Build repeating patterns and recognise pattern in the environment Create simple printing blocks with press print Design more repetitive patterns <u>Colour</u> Experiment with overprinting motifs and colour <u>Texture</u> Make rubbings	<b>Model making using Sculpture:</b> Use combinations of shapes Include lines and texture Use rolled up paper, straws, card, and clay as materials Use techniques such as rolling, cutting, moulding and carving.
D.T.		Designing buildings  <b>Selecting tools and materials:</b> Cut materials safely using tools Measure and mark out to the nearest centimetre		Mechanisms  Structures	<b>Textiles:</b> Shape textiles using templates  Join textiles using running stitch  Colour and decorate textiles using a number of techniques

		<p>Demonstrate a range of cutting and shaping techniques</p> <p>Demonstrate a range of joining techniques</p> <p><b>Baking:</b> Cut, peel or grate ingredients safely and hygienically Assemble or cook ingredients</p>						
Music (Music Express)		<p>The long and the short of it</p> <p>(exploring duration)</p>	<p>Feel the pulse</p> <p>(exploring pulse and rhythm)</p>		<p>Sea shanties</p> <p>Taking off</p> <p>(exploring pitch)</p>	<p>What's the score?</p> <p>(exploring instruments and symbols)</p>	<p>Rain rain go away</p> <p>(exploring timbre, tempo and dynamics)</p>	<p>Sounds interesting</p> <p>(exploring sounds)</p>
R.E.		<p>Christianity: Re-tell bible stories that show kindness, and to explore how this makes Christians behave towards other people</p>	<p>Christianity: To reflect on the Christmas story and the reasons for Jesus' birth.</p>		<p>Judaism: to understand how celebrating Passover and keeping Kashrut (food laws) help Jews show God they value their special relationship with Him.</p>	<p>Christianity: To retell the Easter story and understand what Jesus' resurrection means for Christians.</p>	<p>Judaism: To understand the special relationship between Jews and God and the promises they make to each other</p>	<p>Judaism: To understand the different ways that Jews show their commitment to God</p>
PSHE	<p><b><u>Being me in my world</u></b></p> <p>(Self-portrait)</p> <p>Hope and Fears for the year</p> <p>Rights and Responsibilities</p>		<p><b><u>Celebrating difference</u></b></p> <p>Boys and Girls</p>		<p><b><u>Dreams and goals</u></b></p> <p>Goals to success</p> <p>My Learning strengths</p> <p>Learning with others</p>	<p><b><u>Healthy Me</u></b></p> <p>Being healthy</p> <p>Being relaxed</p> <p>Medicine safety</p>	<p><b><u>Relationships</u></b></p> <p>Families</p> <p>Keeping safe-exploring physical contact</p>	<p><b><u>Changing Me</u></b></p> <p>Life cycles in nature</p> <p>Growing from young to old</p> <p>Changing me</p>

	<p>Rewards and Consequences</p> <p>Our Learning Charter</p> <p>Owning our Learning Charter</p>	<p>Why does Bullying Happen?</p> <p>Standing up for myself and others</p> <p>Making a new friend</p> <p>Celebrating difference and still being friends*</p> <p><b>*Assessment opportunity</b></p>		<p>A group challenge</p> <p>Continuing our Group Challenge*</p> <p>Celebrating our Achievement</p> <p><b>*Assessment opportunity</b></p>	<p>Healthy eating (link to science)</p> <p>The Healthy Me Café*</p> <p><b>* Assessment opportunity</b></p>	<p>Friends and conflict</p> <p><b>*Assessment opportunity</b></p> <p>Secrets</p> <p>Trust and appreciation</p> <p>Celebrating my special relationships</p>	<p>Boys' and girls' bodies</p> <p><b>*Assessment opportunity</b></p> <p>Assertiveness</p> <p>Looking ahead</p>	
<p>PE</p> <p><i>* Premier sports</i></p>	<p>Games (creating, bouncing, travelling, dribbling, sending and receiving, throwing and catching, hitting and striking)</p> <p><i>*Invasion games and netball</i></p>	<p>Gymnastics (sequences)</p> <p><i>* Invasion games (hockey, netball, tag rugby)</i></p>		<p>Dance (control, coordination, composing)</p> <p><i>*Gymnastics and invasion games (balance/apparatus, football and basketball)</i></p>	<p>Striking and field games (cricket/rounders)</p> <p><i>*Gymnastics and invasion games (balance/apparatus, football and basketball)</i></p>	<p>Net/wall games (tennis/benchball)</p> <p><i>*Athletics games and Net games (running, throwing and jumping, tennis)</i></p>	<p>Invasion games (tactics) (farmers and rabbits, bird in the nest, grab the flag)</p> <p><i>*Athletics games and Net games (running, throwing and jumping, tennis)</i></p>	